

Transition Planning Considerations Through Independent Living and Supporting Decision Making for Students with Complex Needs

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Session Presenters

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NTACT:C Collaboration Efforts

NTACT:C is collaborating with that includes the Institute for Community Inclusion – UMASS Boston; The National Alliance to Advance Adolescent Health/Got Transition; the Ohio Center for Autism and Low Incidence (OCALI), TransCen and CommunicationFIRST, to discuss the organization of resources and services by practice domains to maintain high expectations and assist cross-systems agencies and families supporting students with low incidence disabilities and/or complex support needs to successfully transition to a meaningful life:

- competitive integrated employment
- postsecondary education and training
- active community engagement

to lead a self-determined life during and after graduation from high school.

Defining Complex Support Needs

Substantial functional limitations in 3 or more of major life activity areas

- Self-care
- Receptive and expressive language/communication
- Learning
- Mobility
- Self-direction
- Problem solving/judgment
- Sensory skills
- Behavioral skills
- Interpersonal skills
- Capacity for independent living
- Economic self-sufficiency – (Employment-work tolerance, or work skills)

Based upon the Federal Definition of Developmental Disability– Public Law 106-402

Key Points Addressed During This Session

- Strategies and resources related to independent living, planning, and supporting decision-making from an early age through graduation, for students with disabilities, including individuals with low incidence disabilities and/or complex support needs.

Considerations for integrating the concepts discussed into state planning

Frameworks for state & local implementation

Texas Transition: Legal Framework

19 Texas Administrative Code §89.1055. Content of the Individualized Education Program.

(h) Not later than when a student reaches 14 years of age, the ARD committee must consider and, if appropriate, address the following issues in the IEP:

...

(10) the use and availability of appropriate:

(A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and

(B) supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.

Educators

Remote Learning Library

Early Childhood

Families

Students

Indicator 14



**Creating new pathways to
a successful adult life for
students with disabilities**



Texas
Transition and
Employment
Guide



Transition and
Employment
Designee (TED)
Training



Indicator 14



Remote
Learning Library



Early
Childhood
Resources



Online
Professional
Development

www.texastransition.org

Guardianship Alternatives and Transfer-of-Rights (GATOR)

- GATOR is a 4year project funded in 2019 by the Institute of Education Sciences at the US Department of Education.
- Research project collaboratively designed and implemented in partnership between ICI, MASS, SANYS and consultants from HPOD
- Explores the relationship between special educators' transfer-of-rights and guardianship discussions and transition outcomes for students with IDD.

What did GATOR do?

- Scoping literature review about guardianship, transfer-of-rights, and transition planning
- 50-state analysis of special education transfer-of-rights laws
- Interviews with national experts on guardianship and supported decision making in the context of transition planning
- Interviews with students with IDD, their parents, and teachers about transfer-of-rights and guardianship and alternatives in Massachusetts and New York
- Developing a theoretical framework for understanding how transfer-of-rights processes conducted during transition planning can positively affect post-school outcomes for students with IDD

Inclusive research design and methods

- **Literature review:** Self-advocates collected data on literature available for youth about alternatives to guardianship from their own networks, identified themes and developed a brief for parents.
- **Empirical research:** Plain language student protocol with yes/no response, accessible consent forms.
- **Accessible data analysis:** Developed plain language worksheet for self advocate researchers, worksheets then compiled into adapted code reports.
- **Dissemination:** An interactive map that describes the transfer-of-rights policies and laws in each state, plain language briefs, pamphlets and short videos, journal articles, and conference presentations.

Findings

- **50 states analysis:** Gaps in states' laws and regulations regarding transfer of rights.
- Lack of compliance with IDEA transfer of rights requirements, and limited mention of alternatives to guardianship as transfer of rights options.
- **The empirical literature:** Some school personnel may either encourage parents and students to pursue guardianship or fail to provide them needed information about alternatives to guardianship.
- Limited accessible literature on transfer of rights for students with IDD—may contribute to many students' passive role in transfer of rights processes.

Findings (2)

- **Experts Interviews:** States', districts', and schools' transfer of rights policy gaps contribute to practices that encourage parents and students to pursue guardianship.
- School personnel's limited knowledge about guardianship and alternatives may contribute to parents and students pursuing guardianship.
- **Triad study:** School personnel's approaches to discussing transfer of rights not informed by formal training, or policy, also can vary across districts, schools, and families.
- School personnel tailor their conversations about transfer of rights to the circumstances of individual parents and students.
- Parents are also influenced by information about transfer of rights options from non-school sources such as other parents or parents' networks and health care professionals.
- School personnel mostly focused on discussing transfer of rights with parents, not with students with IDD.

Center on Youth Voice, Youth Choice

Our Goal: Greater use of guardianship **alternatives** by youth with intellectual and developmental disabilities (IDD)

Expected Outcomes:

- Youth will lead the charge for change in their states.
- More students will have more choices after high school.
- Fewer youth will have guardians.

Partners

- Institute for Community Inclusion at UMass Boston
- Center for Public Representation
- Self Advocates Becoming Empowered
- Georgia Advocacy Office
- Human Services Research Institute
- Hezzy Smith and Michael Stein from Harvard Law School Project on Disability

THE CYVYC PROJECT

2020-2025

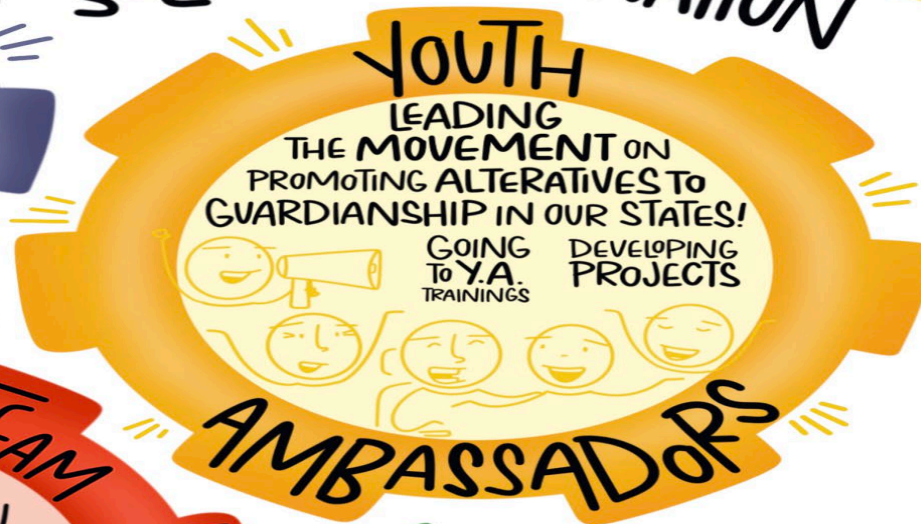
CENTER ON
YOUTH VOICE
YOUTH CHOICE



WHAT'S THE GOAL?



LIVING A LIFE OF CHOICE & SELF-DETERMINATION



HOW DO ALL THE PIECES FIT TOGETHER...



GREAT QUESTION!



CYVYC Activities

Research

- national overview of policies and practices related to guardianship and alternatives
- 50 state analysis; promising practices

National Coalition

- Meets 3x per year; receives monthly email updates
- Everyone committed to promoting alternatives
- Disseminates info to its constituencies
- medical, legal, disability, military family, advocacy communities

Community of Practice

- State teams create action plans to increase alternatives to guardianship.
- States receive monthly TA and comprise the CoP
- CoP meets online 4x per year
- Each team co-lead by youth with IDD

Youth Ambassadors

- In total, 44 youth will participate
- Receive training on leadership, advocacy and SDM
- 16-week online training program
- led by SABE
- Supported to participate in state teams

Dissemination plans

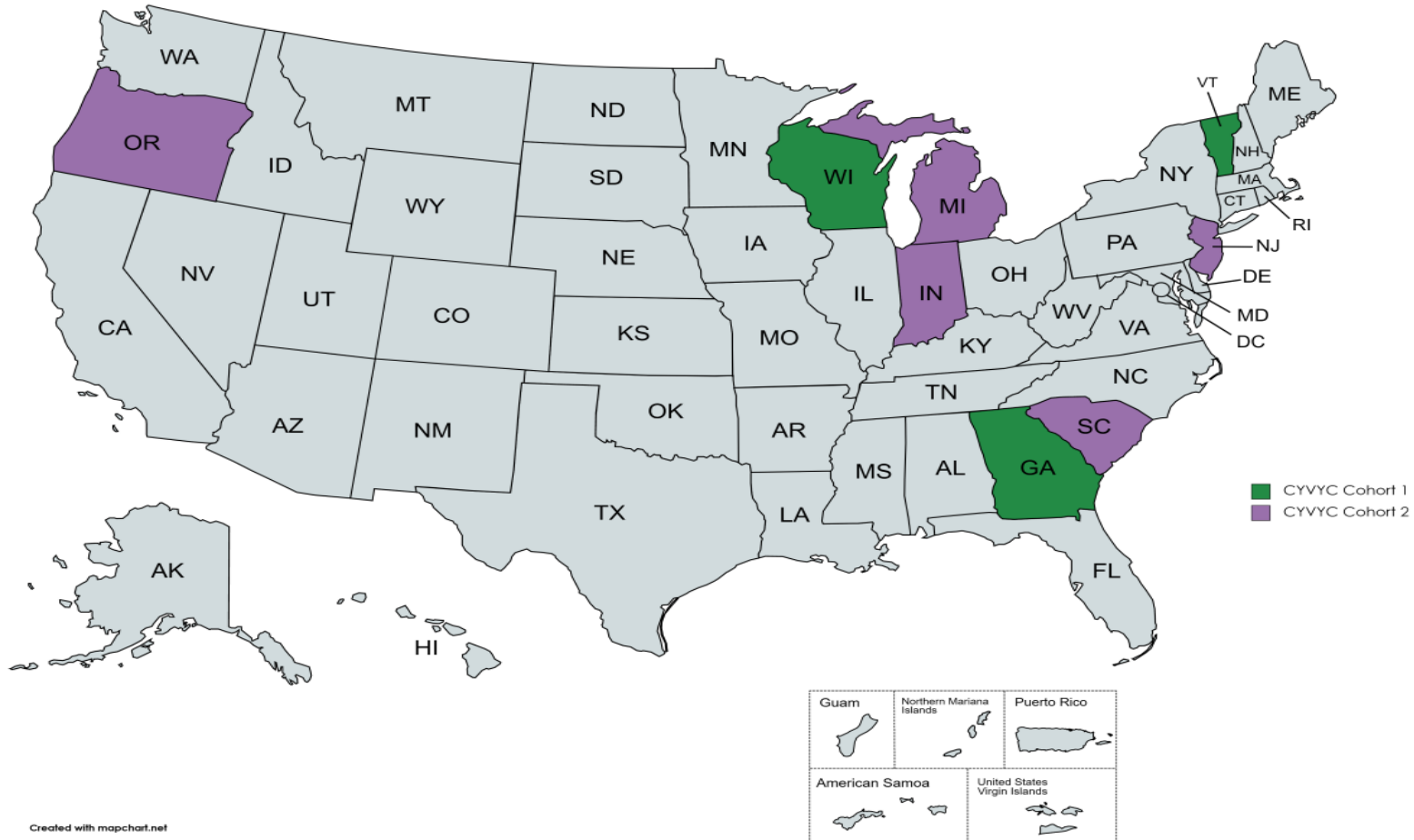
- resources disseminated widely and to all types of audiences, with focus on cultural diversity
- Develop website and social media
- Youth curriculum for replication
- Youth are a primary audience

Resource and Knowledge Translation

- Interactive map that displays alternatives to guardianship in each state
- Research briefs
- Promising practices in states
- State team pages
- Youth stories
- Youth ambassador projects



State Teams



THANK YOU
for joining us!

Please take a moment to submit your session
Quick Reaction

